



Producing Specialized Digital Content in Algerian Archival Science: An Analytical Study of Creators' Efforts

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Abstract:

This article examines the production of digital content within the field of archival science in Algeria, with particular attention to the underlying motivations, the categories of content disseminated, and the extent of its influence on audiences. It further analyzes the challenges confronting this emerging sector, including the scarcity of resources, limited audience engagement, insufficient technical and financial support, and the constrained collaboration with academic, public, and professional institutions. Notwithstanding these impediments, content creators persist in their efforts to foster archival culture, aspiring to advance the quality of content through the enhancement of interaction, the adoption of advanced digital tools, and the provision of specialized training programs. The study demonstrates that digital content possesses the potential to play a pivotal role in strengthening awareness of the archival sector, its significance, and its sensitivity; however, it underscores the necessity of sustained strategies of support and development to secure a broader and more enduring impact.

Keywords: Digital content; content creation; archival content; content creators; Algeria.



1. INTRODUCTION

The contemporary world is witnessing profound transformations in the mechanisms of knowledge production and consumption, driven by the digital revolution and the widespread use of social media platforms, which have evolved beyond mere spaces for entertainment to become alternative educational and professional arenas. The field of information and documentation has not been immune to these changes; specialists in archival science have begun to move beyond closed classrooms and storage repositories into the open digital space, leveraging new tools to simplify archival concepts and raise awareness of the importance of documentary heritage. This transformation is of particular significance given the urgent need to modernize the archival sector and align it with national digital transformation projects, making digital content creation a vital means of bridging the gap between academic training and professional practice.

In Algeria, despite the limited number of institutional initiatives supporting digital archival content, individual and collective efforts have emerged to fill this gap through social media, blogs, and e-learning platforms. Archival content creators seek to provide educational, instructional, and analytical materials that contribute to disseminating archival culture and enhancing awareness of the importance of preserving and managing records according to sound and modern scientific principles. However, these efforts face several challenges, including low engagement from the target audience, limited technical and financial resources, and insufficient institutional support to strengthen such initiatives.

This article focuses on examining the current state of digital content creation in archival science in Algeria by analyzing the nature of this content, the challenges faced by its creators, and its impact on audiences. It also explores prospects for developing digital archival content and the potential to enhance its role through the adoption of new technologies and approaches, as well as fostering collaboration with academic and professional institutions. Can digital content creation become a primary means of promoting archival Literacy in Algeria? And what solutions could help overcome the obstacles facing this emerging field?

2. Literature Review

Existing research suggests that Digital Content Creation in Algeria operates within an attention-driven ecosystem in which entertainment content is rewarded more strongly than specialized or knowledge-based content. Kamt and Mahmoudi's critical study links the Algerian digital content industry to a perceived decline in public taste, emphasizing the prevalence of low-value or "trivial" content and the repetition and similarity of topics among influencers. In this context, content becomes optimized for reach rather than depth, and "popularity" is frequently achieved through familiar and easily consumable formats.

For archival Digital Content Creation, this insight is highly relevant. It helps explain why audience engagement may remain limited even when the archival field is culturally significant, and



it highlights a structural tension between the sensitivity and seriousness of archival material and platform incentives that favor simplified entertainment. The same study proposes development-oriented solutions—such as regulation, skill-building, and ethical awareness—indicating that improving content quality is not only a creative challenge but also a governance and capacity-building issue (Kamt & Mahmoudi).

While the Algerian digital space is often described as dominated by routine, entertainment, and superficial formats, Bendjaouahdou (2022) argues that meaningful Digital Content Creation can still succeed when it carries educational or national values. Through descriptive and analytical examination of Algerian creators—one focused on promoting tourism and heritage, another on language teaching—the study demonstrates that audience reception can be explored through ongoing observation of comments and public feedback.

This work is especially valuable for archival Digital Content Creation because heritage promotion shares a conceptual proximity with archival communication: both revolve around identity, memory, and cultural value. The study implies that meaningful content gains traction when it is framed in ways that connect to lived interests (heritage, learning, usefulness) and when creators actively cultivate interaction. For archival producers, the implication is that impact depends not only on publishing documents but also on translating archival value into accessible narratives and interactive formats (Bendjaouahdou, 2022).

Fathi and Ben Sebti (2021) broaden the discussion by situating Digital Content Creation within institutional structures. They argue that the Arab academic digital content industry remains weak not necessarily because knowledge is absent, but because it is often available in paper form without systematic digital publishing on official institutional platforms. They identify structural weaknesses—especially limited R&D ecosystems and the absence of coherent strategies for digital content production—as core causes of underdevelopment.

This perspective aligns with recurring challenges in archival Digital Content Creation, particularly those related to limited resources, insufficient technical and financial support, and weak institutional collaboration. Archival content production depends on institutional priorities and infrastructures, including digitization workflows, metadata practices, access policies, training programs, and sustainable funding. Development pathways proposed in the study—such as training matrices, awareness building, and systematic dissemination—can be adapted to the archival context as mechanisms for sustaining archival digital production and improving visibility (Fathi & Ben Sebti, 2021).

2. Digital Content Creation

2.1 Definition of Content Creation:

Content creation is defined as the contribution to disseminating information within specific contexts through various media, particularly digital media, for the benefit of the end user, referred to as the audience. Content is anything that can be expressed through certain media, such as speech, writing, or any of the diverse forms of artistic expression used for self-expression, distribution,



marketing, or publication (Bendjaouahdou, 2022, p. 266).

Digital content refers to content that is expressed in digital form. However, this does not necessarily mean that all digital content is originally produced or created digitally. Digital content may have undergone a process of conversion into digital form (digitization). User-generated digital content can range from a simple written comment on a social media platform to the production of complex video content. Nevertheless, within the context of this study, digital content creation is defined as the organization of written, visual, and/or audio materials that require an element of authorship or editing and are created outside a professional framework. Such content may be conceptual, adapted, original, or remixed (Riley, 2003, p. 56). Accordingly, user-generated content can be considered any digital content created and published by users operating in a non-professional environment.

Based on this understanding, digital content creation in Algeria refers to the process through which digital content is created and managed across various digital media and platforms, such as websites, blogs, social media networks, and digital applications. This industry encompasses the production of textual content, images, video, and audio, which are then directed toward a specific audience for purposes such as awareness-raising, entertainment, education, marketing, and others (Kamit & Mahmoudi, 2024, p. 204)

2.2 Types and Forms of Digital Content:

Digital content takes multiple forms and types depending on the nature of its production and processing methods. It may consist of content that is digitally born from the outset, content resulting from the conversion of analog materials into digital formats, or content produced through the digitization of physical materials into usable digital resources. Digital content may also involve processes of recombination between existing digital content and digitized analog content, or between digitally converted physical content and original digital content. In some cases, it may even include a threefold integration combining digitized analog content, physical content, and original digital content. In addition, this classification encompasses content that has undergone editing or re-editing processes, whether applied directly to digital content or to analog content prior to its conversion into digital form (Riley, 2014, p. 101).

Today, digital content represents one of the most significant contemporary sources of information due to the diversity of its forms and its reliance on multiple digital formats that contribute to knowledge preservation and facilitate information dissemination. It includes primary textual formats, ranging from simple text files (TXT), which are among the earliest formats used, to the Portable Document Format (PDF), developed for the exchange of text and images in a fixed binary layout. It also encompasses web page construction languages such as HyperText Markup Language (HTML) and Extensible Markup Language (XML), which is used to structure data according to standardized schemas.

Digital content is not limited to textual materials; it also includes scanned page images stored in formats such as JPEG and TIFF, as well as texts extracted from these images using Optical



Character Recognition (OCR) technology. This diversity further extends to audio files (MP3/WAV), video files (MPEG/QuickTime Video), in addition to two-dimensional and three-dimensional animations, as well as vector graphics and simple graphical representations (Abbas & Ben El-Sebti, 2021, pp. 212–213). This multiplicity reflects technological advancements in data production, making the study and analysis of these types essential for understanding digital content creation within the contemporary digital environment.

2.3 Archival Digital Content:

Based on the foregoing discussion, archival digital content creation can be defined as the use of technological media and social media platforms to produce interactive knowledge-based materials (such as videos, blog posts, and guides) aimed at simplifying complex archival concepts and transforming them into clear and applicable professional practices. This process primarily seeks to bridge the gap between theoretical training and professional reality, enabling students and practitioners to access immediate practical solutions to issues related to records management and digitization. Accordingly, archival digital content creation goes beyond the mere digital display of documents to become an effective strategic tool for disseminating archival culture, enhancing the value of institutional memory, and strengthening professional awareness among both the general public and specialized audiences.

2.4 Content Creators:

A content creator is defined as an individual engaged in professional, semi-professional, or amateur activity who produces digital content published on social media platforms. A content creator may also be described as an amateur or professional who creates and disseminates original content via social networking sites. In the professional context, content creation is transformed into a primary occupation through which creators seek to establish partnerships and advertising contracts with economic operators (Berkani & Gassmi El-Hassani, 2024, p. 226).

The content creator represents the central driving force in attracting visitors and followers through the production of distinctive content. This involves sharing visual or written information for educational or entertainment purposes and disseminating it across various media channels. The creator's diverse responsibilities include writing articles and blog posts, producing videos, crafting advertisements and website content, as well as managing social media posts.

For a content creator to effectively fulfill these responsibilities, a set of essential competencies must be met, enabling them to assume full responsibility for content in all its dimensions. The nature of their role closely resembles that of a director, as they simultaneously act as the developer, editor-in-chief, and originator of ideas. This multifaceted role is carried out through several key tasks, most notably:

- Identifying the topic to be addressed, whereby the creator assumes the role of a writer in searching for the core idea that constitutes the primary driving force of the content. This stage is considered the most challenging, as the idea is the main element that attracts and influences audiences.



- Analyzing audience feedback and evaluations in order to identify strengths and weaknesses and to enhance or address them in future content.
- Acquiring the necessary skills and expertise to process information and to use specialized techniques in video production, infographic design, and image creation (Issaoui et al., 2021, p. 245).

3.3. Methodology

This study adopts a descriptive-analytical approach aimed at examining the current state of archival digital content creation in Algeria by analyzing the nature of content published on digital platforms, the challenges faced by content creators, and the extent of its impact on audiences. To achieve this objective, the following research steps were undertaken:

First, a comprehensive survey of archival digital content in Algeria was conducted across digital platforms by identifying active channels, pages, and groups operating in this field, while also extending the search to websites, blogs, and digital repositories in order to capture dissemination channels beyond social media. The study sample was selected based on criteria including the level of content visibility, the nature of the information provided (archival specialization), and the degree of audience engagement. The selected sample comprises five main entities involved in archival digital content creation, namely:

1. Vie d'Archiviste channel (YouTube);
2. Karim Laouad Documentation and Archives channel (YouTube);
3. Municipal Archivists Forum in Algeria group (Facebook);
4. Library and Information Specialists in Algeria group (Facebook);
5. Information sur l'Archive page (Facebook).

It is important to note that this sample was not arbitrarily limited to five platforms. A preliminary survey of the Algerian digital landscape conducted prior to data collection revealed the near-total absence of formal institutional or academic initiatives dedicated to archival digital content production. The five selected platforms represent the most prominent and consistently active specialized archival digital content producers that could be identified in Algeria at the time of data collection. Consequently, the limited size of the sample is not a methodological shortcoming but rather a finding in itself, reflecting the nascent and largely individual-driven nature of this field in Algeria.

Notably, despite this extended search, no dedicated specialized website or web-based platform for archival content was identified in Algeria. This exclusive reliance on social media is itself a meaningful finding: although web-based channels offer greater content stability, structured indexing, and long-term retrievability than the rapidly buried flow of social-media posts, such channels are not yet employed by Algerian archival content creators. Future studies are encouraged to revisit this landscape as the field develops, and to extend the scope of analysis to include institutional websites, academic departmental platforms, and e-learning portals, which currently



remain absent from the Algerian archival digital content ecosystem.

Second, the content of these channels, pages, and groups was analyzed by examining the nature of the published materials, the methods of information presentation, and the level of interaction achieved with audiences. The analysis focused on the types of posts, the tools used in content delivery (such as articles, videos, and illustrative images), and the extent to which visual and technological media were employed in disseminating archival culture.

Third, interviews were adopted as the primary data collection tool. The interview guide was designed in accordance with the main themes addressed in the study and included the following axes:

Axis 1: Archival digital content creation in Algeria—its motivations, historical development, and types;

Axis 2: The nature of the target audience and their interaction with archival digital content;

Axis 3: The challenges faced by archival digital content creators;

Axis 4: Future perspectives for the development of archival digital content.

The interviews were conducted remotely via social media platforms, given their role as the primary communication channels used by the study's participants. The interview sample comprised five (5) participants, selected through purposive sampling on the basis of a single defining criterion: direct and active responsibility for the creation and management of archival digital content on the platforms included in the study sample. Each participant served as the creator or primary administrator of one of the five platforms under analysis.

All participants hold higher-education qualifications (Licence and Master degrees) and had been actively engaged in archival digital content production for at least one year at the time of data collection. Rather than being fixed-length sessions, the interviews varied in length according to each participant's availability and the depth of their responses. Responses were transcribed verbatim and subjected to Thematic Analysis — through open coding and categorization — through which recurring patterns across participants' answers were identified, grouped, and refined into four core analytical themes, as presented in Section 6 of this study.

In addition to quantitative observation, the study sought to explore the underlying dimensions of the archival content creation phenomenon by engaging key stakeholders on issues related to quality, impact, and modes of reception. The qualitative analysis of the interviews yielded four core themes that reflect the depth of transformations brought about by this activity within the Algerian professional environment:

- Information presentation style: balancing simplification and scientific rigor;
- Practical impact: the role of digital platforms in standardizing professional practices;
- Audience profile: the pursuit of direct benefits (employment opportunities and academic dissertations);
- Digital divide challenges: the content creator as a trainer in “information literacy.”

Through this methodological framework, the study provides a comprehensive overview of the

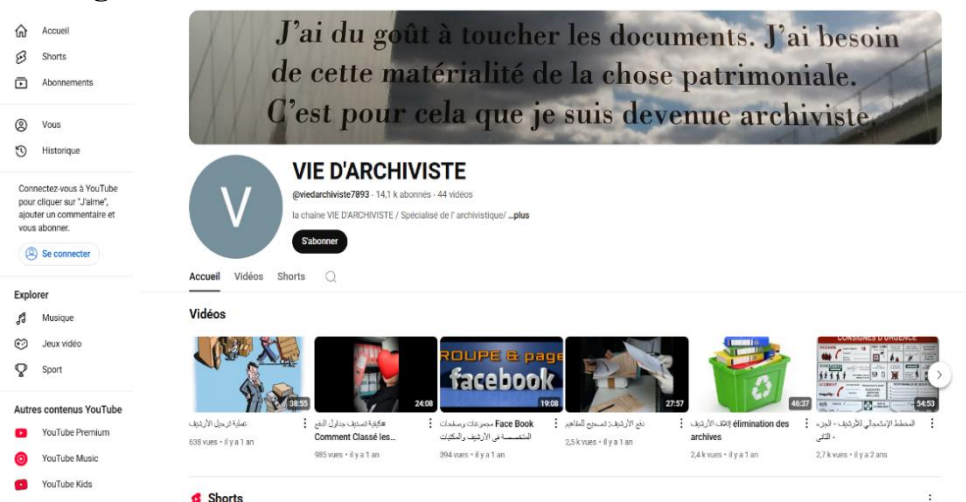


field, highlighting its strengths and weaknesses, and proposing mechanisms to improve the future production of archival digital content.

4. Study Sample

4.1 Vie d'Archiviste Channel (YouTube):

Figure 01: Screenshot of the Vie d'Archiviste YouTube channel.



Vie d'Archiviste is a specialized channel in archival science, created on February 19, 2015, and available at: www.youtube.com/@viedarchiviste7893. The channel currently has 14,100 subscribers and 44 published videos, with a total view count of approximately 276,018 views. It offers practical and applied content by providing guidance on various archival operations and tasks. The channel primarily targets students of archival science and archivists working in public and private institutions.

Based on an analysis of the channel's content, several main thematic areas can be identified. These themes focus on core domains of archival science and can be classified as follows:

Archival Processing Operations: These include archival transfer procedures, the processing of accumulated archives, and the preparation of comprehensive inventory reports. Such topics address the practical and applied aspects of archival management, particularly with regard to the transfer, organization, and appraisal of archives, making them highly relevant to archivists across different institutions.

Document Arrangement and Records Management: This category covers topics such as the design and organization of retention schedules, archival records management tables, classification schemes for active records, and administrative archive retention schedules. These subjects form the backbone of archival organization processes, as they emphasize retention schedules and timeframes that are essential for ensuring a systematic and methodical archival workflow.

Archival Laws and Legislation: This theme focuses on Algerian Law No. 88-09 relating to the National Archives, presented through a comprehensive analytical study of all its sections. This series of videos provides a detailed legal analysis of the national archival legislation, which is



crucial for archivists to understand the legal and regulatory framework governing their profession.

Archive destruction: Topics addressed include archival destruction procedures, provincial committees for records disposal, drafting formal requests for disposal authorization, and preparing destruction schedules. Records destruction is considered one of the most sensitive and critical operations within records management systems, as it requires precision, careful appraisal, and strict compliance with legal regulations.

Archives of Different Institutions: This category includes the management of archives in educational institutions (such as management schedules and annual calendars) as well as hospital archives. These videos address archival practices in sensitive institutional contexts that require rigorous and well-structured records organization.

Archival Buildings and Technical Standards: These topics cover the physical and technical aspects of archival management, highlighting standards related to archival facilities and preservation environments, which are essential for ensuring the long-term conservation of records.

Employment and Professional Competitions: The channel also addresses issues related to employment in the archival sector, including professional ranks, classifications, career advancement, recruitment competitions based on examinations or qualifications, and oral interview questions for the position of archival records officer. These topics are particularly useful for job seekers and early-career professionals in the archival field.

Access to Archives and Scientific Research: Subjects include scholarly access to archives in Algeria, access to administrative archives, consultation registers, and access request forms. These themes explore archival access policies in Algeria, which are of particular importance to academics and researchers.

Specialized Theoretical and Academic Topics in Archival Science: This category encompasses discussions on the theory of the three archival ages, the fourth archival age, and new theoretical approaches in archival science. These videos address both classical and contemporary archival theories, making them valuable for researchers and academics interested in the theoretical foundations of the discipline.

In addition to these professional and academic themes, the channel also addresses social topics and special occasions, such as messages celebrating archivists on International Archives Day and content expressing pride in the archival profession. This social-oriented content aims to strengthen professional identity and foster a sense of belonging among archivists.

4.2 Karim Laouad Documentation and Archives Channel (YouTube):

Figure 02: Screenshot of the Karim Laouad Documentation and Archives YouTube channel.





The Karim Laouad Documentation and Archives channel is a YouTube channel created on February 21, 2025. It focuses on topics related to archives and documentation, with particular attention to the academic and technical dimensions of information technology in libraries and archives. The channel currently has five (05) subscribers and includes seven (07) published videos, with a total of one hundred and ninety (190) views, averaging approximately thirty-five (35) views per video. This level of engagement can be considered appropriate for the early stage of a newly established channel.

The published videos address instructional and practical topics, such as the preparation of comprehensive archival inventories and the development of classification plans. The mode of content delivery is predominantly educational, relying on practical explanations and step-by-step guidance, which reflects an applied approach aimed at supporting students and practitioners in the field of archives and documentation.

4.3 Municipal Archivists Forum Group (Facebook):

Figure 03: Screenshot of the Municipal Archivists Forum Facebook group.



The "Municipal Archivists in Algeria" group constitutes a closed professional space dedicated to discussing archival issues within the Algerian municipal context, bringing together 7,832 members under the supervision of two administrators responsible for organizing content and overseeing interactions to ensure the quality and relevance of discussions. The group operates as a private environment that fosters in-depth exchanges of expertise among archival specialists, relying on interaction mechanisms such as direct messaging, contact additions, and the creation of subgroups for professional chats, with Arabic serving as the primary language of communication alongside specialized archival terminology.

Discussions within the group focus on specialized archival topics, including records



management schedules, the preparation of finding aids, and legislative and regulatory texts related to archives, reflecting a strong orientation toward both the theoretical and applied dimensions of archival science. The group hosts a variety of shared documents encompassing organizational guidelines for archival units, compilations of laws and regulations governing archives in Algeria — most notably Law No. 88-09 relating to the National Archives and Executive Decree No. 11-334 concerning employees of territorial local administrations — thereby strengthening archivists' legal knowledge and ensuring compliance with legislative requirements.

The group also includes a range of practical guides addressing archival management in diverse institutional contexts, such as municipalities, educational institutions, hospitals, and land registry offices, with particular emphasis on document arrangement, preservation methods, retention periods, appraisal, classification, and transfer schedules, all of which contribute to the adoption of best practices in records management.

Furthermore, the group addresses risk management and disaster preparedness through specialized guides including the Disaster Preparedness and Response Guide and the IFLA Disaster Prevention and Emergency Planning Guidelines, which present internationally recognized standards for protecting archival records against environmental and technological threats such as fires, floods, and cyberattacks.

Finally, the group reflects a growing interest in digital transformation in records management, as evidenced by shared materials on the electronic archiving of civil status registers and the electronic copying of civil status documents, highlighting the shift toward converting paper records into digital formats in accordance with modern standards to enhance administrative efficiency and ensure data security.

4.4 Library, Documentation, and Archives Specialists Group in Algeria (SLSDA) – Facebook:

Figure 04: Screenshot of the Library, Documentation, and Archives Specialists in Algeria (SLSDA) Facebook group.



This group is considered one of the oldest and largest communication spaces bringing together specialists in libraries, documentation, and archives in Algeria. It currently includes 48,233



members from various related disciplines. As a public group, all discussions and published content are accessible to followers, offering broad opportunities for knowledge exchange and professional networking among practitioners and individuals interested in archives and libraries.

The group aims to foster professional discussions, facilitate the exchange of expertise, and provide useful resources for archivists, librarians, and documentation specialists. It is managed by a team of administrators, most of whom are professionals in the fields of archives and libraries. Discussions within the group address both theoretical and practical dimensions of these disciplines, including archival policies, preservation and retrieval techniques, and the application of modern technologies in records and information management.

The group provides a wide range of documents related to archival digitization, including guidelines on selecting records suitable for digital conversion, scanning and description processes, and electronic storage. It also addresses challenges related to data protection and ensuring the long-term accessibility of digital information. In addition, the group shares legal documents concerning the protection of information and administrative records. Available resources also cover electronic records management and its role in improving local e-government administration. Furthermore, the group includes several reports issued by the International Council on Archives (ICA), which address contemporary standards for archival description and present best practices in records arrangement and management to ensure efficient retrieval. The group also provides documents on archival finding aids, explaining how description systems and keywords can be used to retrieve information quickly and accurately.

Moreover, the group discusses the position of archives and archivists within the labor market by offering analyses of professional opportunities in the field and outlining the skills required to keep pace with technological developments. It regularly publishes information on recruitment competitions, along with practical and scientific advice on how to succeed in them. The group also examines the role of archives within the national information system, emphasizing their importance in documenting national memory, supporting scientific research, and enhancing transparency in public administration. Additionally, it highlights the transformations brought about by information technology in archival practice, demonstrating how modern software solutions can contribute to the management of electronic archives and ensure the sustainability of digital records in accordance with international standards.

4.5 Informations sur les Archives Page (Facebook)

Figure 05: Screenshot of the Informations sur les Archives Facebook page.





This page addresses topics primarily related to archival science, including digitization, records management, and electronic archival policies, reflecting a clear interest in digital transformation and the development of archival practices. Engagement statistics—such as the number of likes (1,900 likes) and followers (2,500 followers)—indicate the presence of an active audience interested in archival content and attentive to developments in the field.

The page features a collection of educational videos covering various topics within archives and records management. Among these are videos addressing the organization of judicial archives, which explain how legal files and records are arranged, as well as a video on archival transfer procedures that outlines the process of delivering records to official archival repositories. Other videos focus on access to administrative archives, explaining legal procedures for consulting records, and a tutorial on designing an electronic archival retrieval tool using Microsoft Excel. This content highlights the page's emphasis on providing practical guidance that assists archivists in improving their daily professional practices. In addition, the page includes a video addressing archival disposal, explaining how to submit a formal written request for authorization to eliminate archival records in accordance with official procedures.

Content analysis reveals that the page aims to disseminate archival culture and knowledge through a practical approach, with a particular focus on the stages of the records life cycle—from deposit and arrangement, through access and electronic preservation, to disposal. Audience interaction with the content appears to be relatively strong, as some videos have received hundreds or even thousands of views, indicating a notable level of interest in archival and records management issues.

5. Study Results

5.1 Archival Digital Content Creation in Algeria: Motivations, Development, and Types

The motivations behind archival digital content creation in Algeria vary; however, they converge around a shared objective of disseminating and strengthening archival Literacy and providing professional support to practitioners and individuals interested in the field. Many content creators have observed a noticeable lack of applied archival information, both within academic training programs and in professional practice. This deficiency has driven them to establish platforms that offer content designed to help students and professionals understand and apply archival principles and practices in simplified and practical ways.

Some creators have opted for YouTube by establishing dedicated channels and publishing video content, while others have preferred Facebook by creating pages and interactive groups that facilitate discussion and the exchange of professional experiences. The primary motivations shared by archival digital content creators can be summarized as follows:

- Providing practical content that supports students, researchers, and professionals



- working in the archival field;
- Simplifying archival concepts and enriching Arabic-language content with specialized archival resources;
 - Responding to the needs of professionals who face challenges in records management and in organizing archival services within their institutions;
 - Enhancing archival Literacy among decision-makers, records producers, and archivists regarding the importance of archival knowledge;
 - Bridging the gap between theoretical knowledge and practical application by offering field-based lessons that reflect real working environments;
 - Supporting researchers and students by providing reference materials, applied explanations, and practical guides to assist them in their studies and research;
 - Promoting archival Literacy by highlighting the role of archives in protecting rights, supporting scientific research, and strengthening institutional memory;
 - Keeping pace with digital transformation by offering explanations on document digitization, electronic archiving, and improved information management;
 - Sharing professional experiences to help archivists overcome challenges and develop their skills in records organization and management.

The emergence of archival digital content creators varies according to the platforms they have adopted. Some initiatives date back to as early as 2009, such as the Library, Documentation, and Archives Specialists in Algeria group, while other pages and channels emerged from 2015 onwards. More recently, new initiatives—particularly on YouTube—have focused on delivering applied explanations of archival practices through digital media.

Archival digital content creators offer diverse types of content, including scholarly articles and specialized reports on archiving and records management, awareness-raising posts addressing fundamental concepts in archival science, and links to academic research and university theses beneficial to researchers in the field. They also provide educational videos demonstrating the practical application of archival practices, tutorials on the use of archival software tools such as Microsoft Excel and Access for records management, as well as guidance related to recruitment competitions, including previous examination questions, promotion procedures, relevant laws and regulations, and practical solutions to professional challenges encountered by archivists.

5.2 Nature of the Target Audience and Interaction with Archival Digital Content:

The target audience of digital content creators in the field of archival science is diverse. It primarily includes professional archivists, students, and graduates specializing in library science and archival science, as well as employees in public administrations who deal with records and archival materials. A secondary segment of the audience consists of individuals interested in administrative drafting and legal procedures, given their close connection to archival work. It has been observed that this audience profile has not changed significantly since the launch of these



digital initiatives; however, some platforms have experienced an expansion of their audience to include professionals and students from outside Algeria, particularly from Francophone and Arab countries. The Library, Documentation, and Archives Specialists in Algeria group represents one of the oldest specialized digital spaces, having been established in 2009, which has contributed to its prominent role in attracting individuals interested in the field.

With regard to the types of content that generate the highest levels of interaction, short videos clearly receive greater engagement compared to textual content, due to their ease of consumption and rapid dissemination across social media platforms. Although analytical articles and in-depth explanations are available, audience interaction with such content remains relatively limited when compared to visual materials. In terms of subject matter, applied content attracts the highest level of interest, particularly topics related to archival processing, records management schedules, professional ranks and employment in the archival sector, and recruitment examination questions. Posts offering practical guidance to students on preparing graduation theses or working with classification schemes also receive attention; however, most interactions are limited to likes rather than in-depth discussions or analytical comments.

Regarding the nature and quality of interaction, it can be characterized as predominantly quantitative rather than qualitative. Most forms of engagement are confined to likes or views, with limited critical discussion or substantive commentary that could enrich the topics presented. A recurring issue observed is the repetition of similar questions by students, some of whom request references that are already readily available through search engines, reflecting a weakness in independent research skills. In addition, some content creators face challenges in guiding students toward contemporary research topics aligned with professional developments and labor market requirements. Such guidance is often met with resistance, as students tend to prefer traditional topics or those perceived as easier to implement locally.

Concerning the impact of digital content on archival Literacy and the archival profession, several content creators agree that genuine improvement in the awareness of practitioners and students cannot rely solely on digital content. Instead, it requires substantial reform of the training system. Some participants argue that excessive emphasis on theoretical instruction weakens students' ability to engage effectively with professional realities, highlighting the need to integrate practical workshops within archival institutions and to provide meaningful apprenticeship opportunities for students, similar to those implemented in vocational training institutes. Consequently, achieving comprehensive awareness of archival science necessitates coordinated efforts among academic institutions, professionals, and digital content creators to ensure the preparation of a more competent generation capable of addressing the challenges of modern archival practice.

5.3 Cooperation and Challenges of Archival Digital Content Creation in Algeria

Despite the growing importance of digital content in the archival field, content creators in this specialization have not yet succeeded in establishing effective collaboration with academic and



professional institutions. Most participants confirmed that they have never engaged in formal cooperation with academic or professional bodies for the purpose of content production or dissemination. Interaction with such institutions has largely been limited to benefiting from them in academic research, such as doctoral dissertations, or following and sharing information related to specialized conferences—either through direct communication with content creators or through independent monitoring—without resulting in genuine partnerships in archival content creation or publication. The absence of such collaboration is attributed to several factors, including the fact that academic institutions and public administrative bodies tend to rely on specific criteria when selecting partnerships.

Archival digital content creation faces several major challenges that limit its reach and impact. One of the most significant challenges is the weakness of qualitative interaction; although viewership rates may be relatively high, engagement is often limited to likes, with few critical comments or discussions that could enrich the content. Moreover, many of the questions raised by users are repetitive and already addressed within archival groups, indicating a lack of deep engagement with the content. In addition, content creators suffer from a shortage of digital resources, as specialized academic sources in archival science remain limited and scattered, making it difficult to provide comprehensive and reliable content.

Technical and financial aspects represent another major challenge in content creation. This activity requires technical tools such as video editing software, which is often available for free only for limited periods, as well as a reliable internet connection to publish interactive lessons and educational videos. Furthermore, some participants believe that the current training system in archival science does not adequately develop students' practical skills, resulting in the graduation of large numbers of specialists who are insufficiently prepared to meet labor market requirements. This situation contributes to weakening archival Literacy among students in the discipline.

To address these challenges, content creators have proposed several solutions that could contribute to improving the current situation. These include launching applied workshops within universities, during which free courses could be produced to support practical training for archival students. Enhancing the use of visual media—such as videos and infographics—was also suggested as a means to simplify archival information and increase content attractiveness. In addition, encouraging the digital transformation of archives is considered a necessary step, through the dissemination of content aligned with recent developments in information management, thereby helping to bridge the gap between academic education and actual professional practice within institutions.

Despite the challenges faced by archival content creators, their efforts contribute noticeably to improving archival awareness, particularly if these efforts are strategically leveraged. Nevertheless, cooperation between specialists and institutions remains a crucial requirement for supporting and developing this field. Achieving this goal necessitates stronger efforts to promote partnerships and to provide the technical and financial resources required to ensure the sustainability



and continuity of archival digital content.

5.4 Future Prospects and Development of Archival Digital Content:

Assessments by archival content creators in Algeria vary regarding the impact of their publications on audiences. Some believe that interaction remains limited due to followers' tendency to consume ready-made information without engaging in further research or practical application. Others, however, argue that the impact of archival digital content is steadily increasing, as evidenced by rising viewership rates and the growing demand for specialized topics. Nevertheless, there is broad consensus that existing content contributes to enhancing archival Literacy, albeit to varying degrees, which calls for the adoption of developmental strategies aimed at improving interaction and maximizing benefits.

Within this context, several future aspirations for the development of archival digital content emerge. These include diversifying content formats to encourage engagement and relying on accessible tools such as handwritten explanations and illustrative video clips. Some content creators also aspire to develop specialized software solutions, such as an electronic archival system based on a database designed using Microsoft Access, in addition to publishing educational videos and specialized articles to support researchers and job seekers.

Regarding future development plans, many content creators intend to collaborate with digitization specialists to enrich visual content through interactive educational materials. They also seek to strengthen dialogue with audiences by adopting new approaches, such as posing interactive questions, encouraging discussion around archival issues, and motivating followers to share their professional experiences and knowledge in order to enhance knowledge exchange. Furthermore, there is a growing orientation toward offering free training courses in archival science, which could represent a significant step toward strengthening both professional and academic awareness in the field.

6. Qualitative Analysis of the Reality and Dynamics of Archival Digital Content Creation in Algeria

The study did not limit itself to a quantitative mapping of digital platforms; rather, it sought to deconstruct the internal structure of these digital practices and to explore their underlying dimensions. An in-depth analysis of the interviews, combined with the observation of interaction patterns, led to the identification of four major analytical themes that reveal the profound transformations brought about by the “digital actor” within the Algerian archival environment.

6.1 Information Presentation Style: Balancing Simplification and Scientific Rigor

Archival content creators face a complex epistemological and pedagogical challenge, namely the transformation of academic and scientific archival knowledge—such as legislation, international standards (e.g., ISAD(G)), and theoretical and methodological foundations of archival science—into content that is consumable through social media platforms governed by algorithms of speed, brevity, and immediacy.

The findings indicate that platform administrators are compelled to adopt a form of



pedagogical pragmatism, whereby theoretical and foundational dimensions traditionally taught in universities are trimmed in favor of practical tools. Instead of explaining, for example, the organizational philosophy underpinning records retention schedules, videos tend to focus primarily on how to technically complete the required fields. While this approach may succeed in attracting audiences, it raises a critical issue related to the formation of a technically skilled archivist who masters procedures but lacks awareness of the legal, historical, and contextual dimensions of records. This shift contributes to the emergence of a parallel educational model based on visual imitation rather than conceptual understanding.

6.2 Practical Impact: The Role of Digital Platforms in Standardizing Work Practices

The study reveals that Facebook-based digital groups have become a significant reference point for guiding employees in archival practices. In the absence of unified models within certain institutions and administrations, staff members increasingly rely on templates and documents shared by content creators, such as records management schedules and inventory reports. As a result, these pages and groups actively contribute to the standardization of work practices and the correction of common administrative errors, thereby exerting an influence that extends beyond mere “knowledge dissemination.”

For instance, when a group administrator or page moderator publishes a corrected and reviewed template—such as a management plan or disposal report—and this model is subsequently adopted by hundreds of employees nationwide, the process effectively constitutes an act of standardization. This role transcends awareness-raising and represents a direct intervention at the core of archival operations. In doing so, these platforms help bridge organizational gaps and rectify inherited procedural deficiencies, positioning archivists as influential actors in quality control within public administration, albeit outside formal institutional frameworks.

6.3 Audience Profile: The Search for Immediate Utility

An analysis of audience comments reveals that user interest is largely centered on immediate and tangible benefits. The audience generally falls into two main categories: students seeking ready-made graduation theses and graduates searching for answers to recruitment examination questions. Conversely, engagement with topics that encourage professional debate or long-term development—such as professional ethics or national archival policies—remains notably weak.

This behavioral pattern places content creators in a strategic dilemma: they are compelled to produce content aligned with audience demand in order to maintain engagement, which in turn limits their ability to elevate scientific and professional awareness toward more strategic and forward-looking issues. Consequently, the logic of demand-driven content risks reinforcing short-term utility at the expense of deeper professional reflection.

6.4 Digital Divide Challenges: The Content Creator as an “Information Literacy” Trainer

The study also highlights another dimension related to the state of digital transformation within Algerian institutions. Content creators often find themselves directly confronting the digital divide affecting a large segment of practitioners, particularly older generations or those lacking



technical training.

Content related to “electronic archiving” or “database management” frequently encounters barriers stemming from weak basic digital and computer skills among audiences. As a result, the role of the content creator shifts from that of an archival expert to that of an information literacy trainer, who must first explain fundamental computer skills and software usage (such as Excel and Access) before addressing core archival tasks. This dynamic demonstrates that archival content creation not only contributes to the dissemination of documentary culture but also plays a vital role in the digital upskilling of human resources. In this sense, content creators act as informal drivers supporting governmental digitization projects, which often face implementation challenges due to insufficient human capacity on the ground.

7. Study Recommendations

Based on the analysis of the current state of archival digital content creation in Algeria and the challenges faced by content creators, a set of recommendations can be proposed to support the development of this field and enhance its impact, as follows:

- Strengthening cooperation between content creators and academic, public, and professional institutions through the development of a model cooperation protocol that clearly defines the roles and responsibilities of each party, establishes joint content production workflows, identifies sustainable funding mechanisms, and ensures that produced content meets both scientific rigor and accessibility standards required for professional and academic use;
- Providing archival content creators with access to free and open-source technical tools — such as DaVinci Resolve for video editing, OBS Studio for screen recording and live streaming, and Canva for infographic design — and developing a tailored practical guide for their use within the Algerian archival context, in order to reduce financial barriers and standardize production quality across platforms;
- Establishing an "Archival Content Incubator" model, jointly coordinated between university departments of archival science and the Algerian Association of Municipal Archivists, with the objective of organizing structured workshops that result in the co-production of academically validated digital content, the mentoring of emerging creators, and the gradual institutionalization of archival digital content as a recognized form of professional knowledge dissemination;
- Integrating applied practical lessons that facilitate the understanding of archival work within real professional contexts;
- Providing free or low-cost technical solutions for content creators, including video editing and graphic design software;
- Improving digital infrastructure to facilitate content publication and live streaming activities;
- Enhancing audience interaction and promoting archival culture by posing questions, encouraging discussions, publishing weekly interactive questions, and conducting surveys



and opinion polls to assess audience awareness and interests, with the aim of building an active digital archival community;

- Leveraging artificial intelligence technologies to develop advanced search tools within archival digital content;
- Introducing training programs dedicated to archival digital content creation;
- Organizing training courses on digital content production techniques, including video editing, digital writing, and data analysis.

Conclusion

Digital content creation in the field of archival science in Algeria remains a promising domain; however, it faces numerous challenges that hinder its broader development and dissemination. Despite the individual efforts and initiatives undertaken by archival professionals and specialists, the lack of institutional support and the scarcity of technical and financial resources continue to constitute major obstacles to achieving wider impact. In addition, content creators face another significant challenge related to weak audience engagement, as user interaction often remains limited to content consumption without active participation in archival discussions or practical application of the knowledge provided.

Nevertheless, the future presents several promising opportunities. Archival digital content can be further enhanced through the adoption of more interactive strategies, the effective use of artificial intelligence tools, and the integration of multimedia resources such as explanatory videos to facilitate the comprehension of archival concepts. Moreover, cooperation between content creators and academic and professional institutions could represent a turning point in the dissemination of digital archival culture and in achieving greater integration between theoretical knowledge and applied practice.

The transition toward digital archiving is no longer an option but a necessity in light of rapid technological developments. Consequently, supporting archival digital content creation in Algeria requires concerted efforts by both individuals and institutions to ensure the sustainability of this content and to maximize its benefits for future generations.

This analytical study of the reality of digital content creation in archival science in Algeria confirms that this phenomenon is no longer a marginal activity or a transient hobby. Rather, it has evolved into a parallel educational and professional system that asserts itself strongly within the national documentary landscape. The findings demonstrate that digital platforms such as YouTube and Facebook now play a vital role in addressing gaps that traditional systems have sometimes failed to bridge. These platforms function as applied learning environments that compensate for the lack of field internships, serve as informal standardization bodies that help unify professional practices within local administrations, and contribute effectively to enhancing digital literacy among a generation of practicing archivists.

In conclusion, the future of archives in Algeria is not determined solely by the construction of storage facilities or the acquisition of equipment; rather, it fundamentally depends on investment in



digital knowledge capital. Accordingly, the upcoming challenge lies not in opposing or ignoring these digital platforms, but in institutionalizing and integrating them through the establishment of solid bridges of cooperation between academics, official institutions, and content creators. Such collaboration would ensure the production of national archival knowledge that combines scientific rigor with technological flexibility and is capable of preserving national memory in the digital age.

This study acknowledges certain limitations, most notably its focus on social media platforms to the exclusion of websites and institutional portals, and the restriction of its sample to five platforms. These boundaries reflect the current state of the field rather than methodological constraints, and future research is encouraged to revisit this landscape as institutional engagement with archival digital content continues to evolve in Algeria.

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